

PARENTAL ROLES IN THE VOCABULARY DEVELOPMENT OF CHILDREN AGED 5-6 YEARS DURING THE PANDEMIC

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Abstract

More than 80% of early childhood in Aisyiyah 14 Kindergarten Ampang Padang are less active in learning. Children are often silent when the teacher gives a question since they cannot answer it. Other pupils answer the question, but unfortunately, it does not match the teacher's question. Teachers find it difficult to maximize interaction because learning is also carried out online. It indicates that the role of parents is needed to maximize learning at home during the pandemic. So that the development of children's vocabulary mastery can run smoothly, this research aims to describe how parental roles in the development of the vocabulary of children aged 5-6 years during the pandemic at Aisyiyah Kindergarten 14 Ampang Padang. The method used in this research was descriptive research with a quantitative approach. This study aimed to tell the actual situation about the role of parents in discussing children's vocabulary. The research instrument used was a questionnaire distributed to the research sample, approximately 76 parents of children in Aisyiyah Kindergarten. The results showed that parental roles in vocabulary development are good, so parents play a role in 1. Children have already understood using cleanliness, washing, and cleaning vocabulary to get used to a clean lifestyle. 2. Children have already understood using comfortable, safe and peaceful vocabulary to create a comfortable environment. 3. As role models, children already understand using vocabulary to set examples and give instructions. 4. Accompanying children while learning, children have already understood using accompanied and guiding vocabulary. 5. Playing together, children have already understood using the vocabulary of collaboration, appreciation, and respect.

Keywords: Parental role, vocabulary, pandemic

Abstrak

Lebih dari 80% PAUD di TK Aisyiyah 14 Ampang Padang kurang aktif dalam belajar. Anak-anak sering diam ketika guru memberikan pertanyaan karena mereka tidak bisa menjawabnya. Siswa lain menjawab pertanyaan tersebut, namun sayangnya tidak sesuai dengan pertanyaan guru. Guru kesulitan untuk memaksimalkan interaksi karena pembelajaran juga dilakukan secara online. Hal tersebut mengindikasikan bahwa peran orang tua sangat dibutuhkan untuk memaksimalkan pembelajaran di rumah selama masa pandemi. Agar perkembangan penguasaan kosakata anak dapat berjalan dengan lancar, penelitian ini bertujuan untuk mendeskripsikan bagaimana peran orang tua dalam pengembangan kosakata anak usia 5-6 tahun pada masa pandemi di TK Aisyiyah 14 Ampang Padang. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif dengan pendekatan kuantitatif. Penelitian ini bertujuan untuk menceritakan situasi aktual tentang peran orang tua dalam membahas kosakata anak. Instrumen penelitian yang digunakan adalah kuesioner yang disebarkan kepada sampel penelitian sebanyak 76 orang tua anak di TK Aisyiyah. Hasil penelitian menunjukkan bahwa peran orang tua dalam pengembangan kosa kata sudah baik, sehingga orang tua berperan dalam 1. Anak sudah memahami penggunaan kosa kata kebersihan, mencuci, dan membersihkan untuk membiasakan pola

hidup bersih. 2. Anak sudah memahami penggunaan kosakata yang nyaman, aman dan damai untuk menciptakan lingkungan yang nyaman. 3. Sebagai panutan, anak sudah paham menggunakan kosakata untuk memberi contoh dan memberi petunjuk. 4. Mendampingi anak saat belajar, anak sudah memahami dengan menggunakan kosakata pendamping dan pembimbing. 5. Bermain bersama, anak sudah memahami dengan menggunakan kosakata kerjasama, apresiasi, dan rasa hormat.

Kata kunci: Peran orang tua, kosakata, pandemi

INTRODUCTION

Parental role towards their children is not only to feed and drink but to have a role in education. During the Covid-19 pandemic, all learning is done online from home, including the early childhood learning. Because the child is at home most of the time, it requires the cooperation of parents and other family members in developing all aspects of child development.

The optimal growth and development of the children require not only adequate nutrition but also proper stimulation. Stimulation is an external factor that greatly affects the development of toddlers (Maulidia et al., 2021). However, during the pandemic, various stimulations in an effort to help children's language development are limited. Children are limited in interacting with the surrounding environment. Whereas children aged 2-7 years can speak the first and second language through the process of interaction with their environment. A child can speak the first language as a result of learning from his/her environment and family and can also speak the second language from the results of learning as well as from his/her environment and school. But in reality, this is a problem during the pandemic. Online learning raises the concerns that it can become an obstacle in children's language development (Dhieni et al., 2021)

Learning is done online from home. As a result, the development of children's vocabulary is only limited to what is obtained at home. Early childhood vocabulary usually only revolves around the "circle" of the situation that surrounds the

child. Therefore, the role of parents is very important in triggering the development of children's vocabulary mastery, especially during a pandemic (Markus et al., 2018).

Family is the first education center (Magesti, 2020). If the stimulation and support from the family is minimal, it will greatly affect the children's skills in expressing their feelings and thoughts in the future. Because language skills are largely determined by how much vocabulary they have. The more vocabulary mastered by the children, the better the logic of thinking and understanding of the things they hear in their life environment.

This lack of vocabulary mastery was found in children at Aisyiyah 14 Kindergarten Ampang Padang. More than 80% of children are less active in learning. Children are often silent when they are asked by the teacher. The child cannot give an answer. There are also those who provide answers but do not match with the teacher's questions. Teachers find it is difficult to maximize the interaction while learning because learning is also carried out online. On the other hand, in the application of early childhood learning, it is better to use a constructive approach, namely learning from experience. By experiencing it for themselves, children can build their understanding in an operational and increasingly real direction (Cahyati & Ta'dib, 2020).

Those problems make research on the parents role in mastering children's vocabulary during the pandemic is interesting. The purpose of this study was to describe how the role of parents in

developing the vocabulary of children aged 5-6 years during the pandemic at Aisyiyah 14 Kindergarten Ampang Padang.

METHOD OF RESEARCH

This research is a descriptive research design with a quantitative approach. The

state of the object is described and described as it is. The Data was collected by distributing research instruments in the form of a questionnaire to 76 parents of children from Aisyiyah 14 Kindergarten Ampang Padang. The following is a grid of research instruments.

Table 1. The grid of of the instrument of parents' role in developing the vocabulary of children aged 5-6 years during the pandemic at Aisyiyah 14 Kindergarten, Ampang Padang.

No.	Parents' Role	Special Vocabulary	
		General	
1.	Get used to hygienic lifestyle	- Cleanliness	- Washing - Cleaning
2.	Creating a comfortable environment for children	- Comfortableness	- Safe - Peace
3.	Become a <i>Role Model</i> for children	- Give a Model	- Instruction - Example
4.	Accompany the children while studying	- Accompany	- Guide - Directing
5.	Play with the family (Quality Time)	- Collaboration	- Harmony - Respect - Honor

(Apriloka & Fitri, 2021)

The Data from the questionnaire was then analyzed using descriptive analysis. This process consists of verifying data and calculating the value of respondents'

answers (Sudjana, 2005). The following formula was used to calculate the respondent's value.

$$P = \frac{n}{N} \times 100$$

Keterangan:

P = Percentage Gained

F = Frequency of respondents' answer

N = Total Respondents

100% = Absolute percentage

To find out the average score of each items the formula below is used.

$$\bar{X} = \frac{(3xf_M) + (2xf_{KM}) + (2xf_{TM})}{n}$$

Description:

X = The average score of the total item

f = Frequency

n = Total respondents

SS= The answer score for Understand

S = The answer score for Quite Understand

CS= The answer score for Does not quite Understand

Furthermore, the value of the Respondent's Achievement Level (TCR) for each category was calculated from the descriptive variable, using the formula as follows (Sugiyono, 2014).

$$TCR = \frac{Rs}{n} \times 100$$

Description:

TCR = Respondents' Level of Achievement

Rs = The average score of respondents' answers

N = Score of the answer

Tabel 1 . TCR Criteria

No.	Angka	Keterangan
1	0 – 20%	Does not really Understand
2	21-40%	Does not Understand
3	41-60%	Quite Understand
4	61-80%	Understand
5	81-100%	Very Understand

(Riduwan, 2011)

DISCUSSION/RESEARCH FINDING

Research Findings

The research findings showed that parental roles in improving the vocabulary treasury of children aged 5-6 years during the pandemic at Aisyiyah Kindergarten Ampang Padang was obtained as follows:

1. Get used to a hygienic lifestyle

From the results of the questionnaires that have been collected, getting used to a hygienic lifestyle is in the first rank where almost all parents play a role in getting used to a hygienic lifestyle

and developing children's vocabulary about cleanliness.

2. Creating a comfortable environment for children

To create a comfortable environment for children, only a few parents whose children understand the vocabulary; calm, peaceful and safe.

3. Become a role model for children

Parents play a very important role as role models for children, it can be seen from the results of the questionnaires that have been

distributed, and children understand the vocabulary by providing examples and instructions.

4. Accompany the children while studying

Parents also play a very important role in accompanying children while studying because during this pandemic, parents are the teachers at home who connect the children with the school.

5. Play with the family

In this pandemic era, children's play activities are limited. From this limitation, parents have an important role so that children do not feel bored at home and from the results of the questionnaire that has been distributed, parents have played a role in inviting children to play with their families, and some children have understand vocabulary such as appreciate, respect, and play together. The findings of the study are published in the following table :

Tabel 2. Research Findings

No	Parental roles	Score	Σ	% TCR	Criteria
1	getting used to a clean lifestyle	122	2,57	76,94	Understand
2	creating a comfortable environment	121	2,43	75,89	Understand
3	become a role model	118	2,23	74,21	Understand
4	accompanying the child while study	124	2,34	77,99	Understand
5	Playing with family	121,50	2,29	76,42	Understand

Discussion

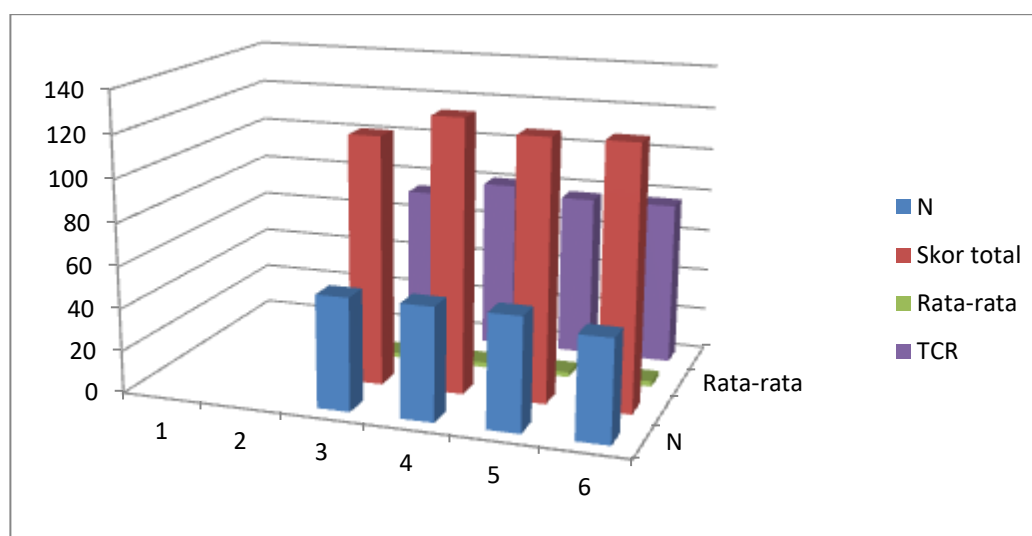
The purpose of this research is to describe parental roles in the development of vocabulary aged 5-6 years during the pandemic at Aisyiyah Kindergarten 14 Ampang Padang. Research indicators are described in the form of parental roles consisting of : getting used to a clean lifestyle, creating a comfortable environment, being a role model, accompanying children while studying, playing with family. One by one parental roles as a result of research will be discussed as follows.

The parental roles in getting used to a clean lifestyle. The average result of the overall parental roles in accustoming children's clean lifestyle using hygiene vocabulary is obtained from the following

results, namely the criteria for lack of understanding with an average frequency of 26 (49,06%), the criteria of not understanding the average frequency of 5,33 (8,51%). Total score N (sampel count) is 53, total score 122, average 2,57 and TCR 76,94. In accordance with the criteria (Riduwan, 2011) that children already understand the use of vocabulary hygiene, washing and cleaning. The description above shows that the role of parents using the vocabulary of cleanliness, washing and cleaning can develop all the potential of children related to cleanliness so as to stimulate children in getting used to a clean and healthy lifestyle (PHBS). This is supported by opinions (Walujo, 2017) that one of the goals of early childhood is to develop the full potential of children. The

same thing is explained by (Apriloka & Fitri, 2021) that parents play a role in getting used to a clean lifestyle so that parents always ensure and guide their children to correctly do clean and healthy living behaviors. The reality on the field of

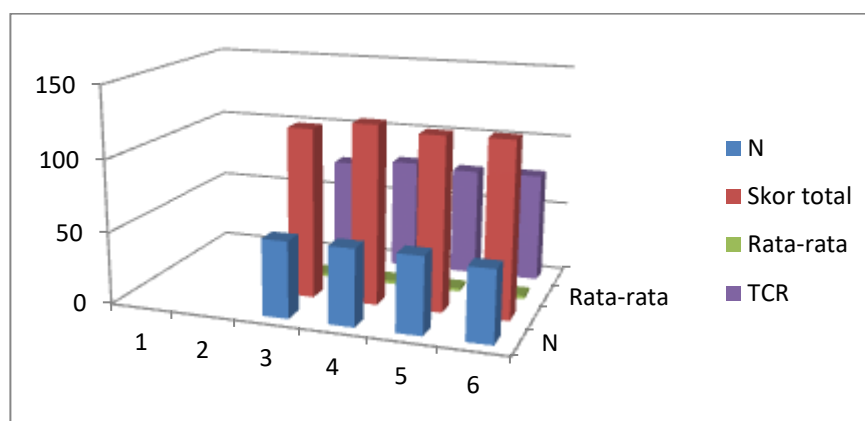
parental roles in getting used to a clean lifestyle also develops a vocabulary of cleanliness in Aisiyiah Kindergarten 14 Ampang Padang is good. The data above can be observed in the graphic below.



Graphic 1. The mean score of the overall role of parents in getting used to a clean lifestyle.

Parental roles in creating a comfortable environment for children. The average result of the overall parental roles in creating a comfortable environment for children using comfortable, safe and peachful vovabulary obtained the following results are the criteria for not understanding the average frequency is 32 (59,75%). Criteria do not understand the average frequency of 3,33 (6,29%). Total score N (sampel count) is 53, total score 121, average 2,43 and TCR 75,89. In accordance with the criteria (Riduwan, 2011) that children already understand the use of vocabulary is comfortable, safe, and peaceful. The above description shows that parental roles in creating a comfortable environment for children has understood

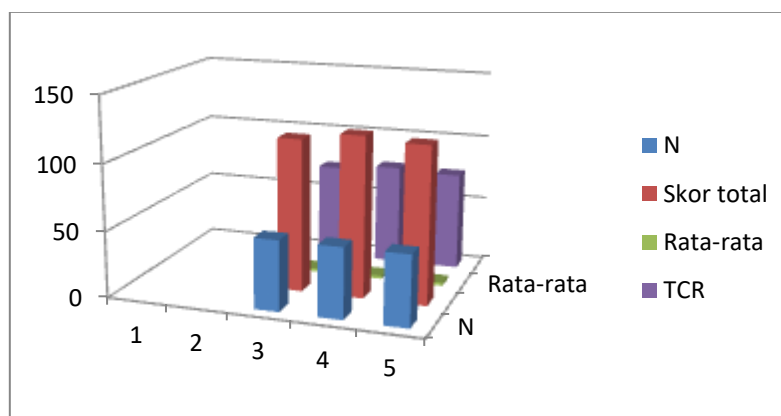
some of the world element of the vocabulary as comfortable, safe and serene. It is supported by Noviwati (2017: 14) a child who has understood vocabulary means that they have understood some parts of the word element. It is supported by (Apriloka & Fitri, 2021), according to her in creating a comfortable environment for children parents must facilitate learning and infrastructure as comfortable as possible. Children become motivated and not bored let alone study at home in a different atmosphere with school. The vocabulary of comfort used by parent in Aisiyiah Kindergarten 14 Ampang Padang is good. The data above can be observed in the graphic below.



Graphic 2. The mean score of the overall role of parents in creating a comfortable environment for children

The role of parents in making role models for children. The average results of the overall parental roles in making role models for children using vocabulary provide examples and give instructions obtained as follows: criteria for lack of understanding of the average frequency is 30 (56,6%). Criteria do not understand the average frequency of 6 (10,4%). Total score N (sampel count) is 53, total score 118,00, average 2,23 and TCR 74,21. In accordance with the criteria (Riduwan, 2011) that children already understand the use of vocabulary to provide examples and give instruction. The description above shows that the role of parents as role models is already growing well children understand the

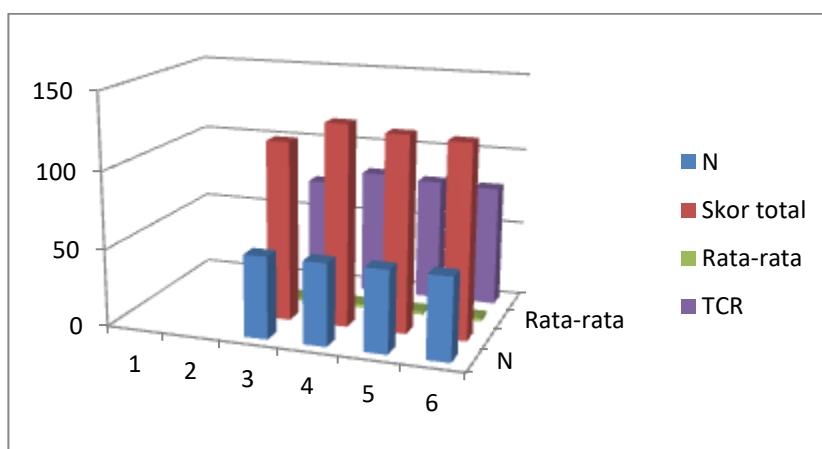
direction of parents from the use of vocabulary. It is supported by (Mangesti, 2020) according to her, health factors and family relationships also affect the development of vocabulary mastery. The same thing is strengthened by (Apriloka & Fitri, 2021), that the roles of parents as role models for children is an adult who is around the child provides an example of positive behavior. Positive thing are observed by children starting from the habit of saying , parent associaton and other daily activities. The role of parents as role models also includes developing vocabulary to provide examples in Aisiyiah Kindergarten 14 Ampang Padang is good. The data above can be clearly seen in the grapich below.



Graphic 3. The mean score of the overall role of parents in making role models for children

Parental roles in accompanying children while studying. The average results of the parental roles in accompanying children when learning to use accompanying vocabulary, guiding, and reading obtained the following results: criteria for lack of understanding average frequency 28 (52,2%), criteria do not understand the average frequency 4 (6,29%). Total score N (sampel count) is 53, total score 124,00 average 2,34 and TCR 77,99. In accordance with criteria (Riduwan, 2011) that children already understand the use of vocabulary accompanying, guiding reading. The description above shows that fathers and mothers are responsible for their children's education by using vocabulary to accompany, guide, and read when studying.

This is in line with the view (Samsuri, 2021) that the responsibility of parents educates, hones and guides their children to reach a certain stage so that children have readiness in community life. In addition, it is affirmed by (Apriloka & Fitri, 2021), that the parental roles in accompanying children when learning in the form of parental involvement in guiding children while learning. Some of the involvement of parents when accompanying children to learn is when accompanying, guiding, and reading from various media and learning sources, which makes children happy and comfortable learning. The parental roles of children in Aisyiyah Kindergarten 14 Ampang Padang accompany children when learning is good. The data can be seen in the graphic below.



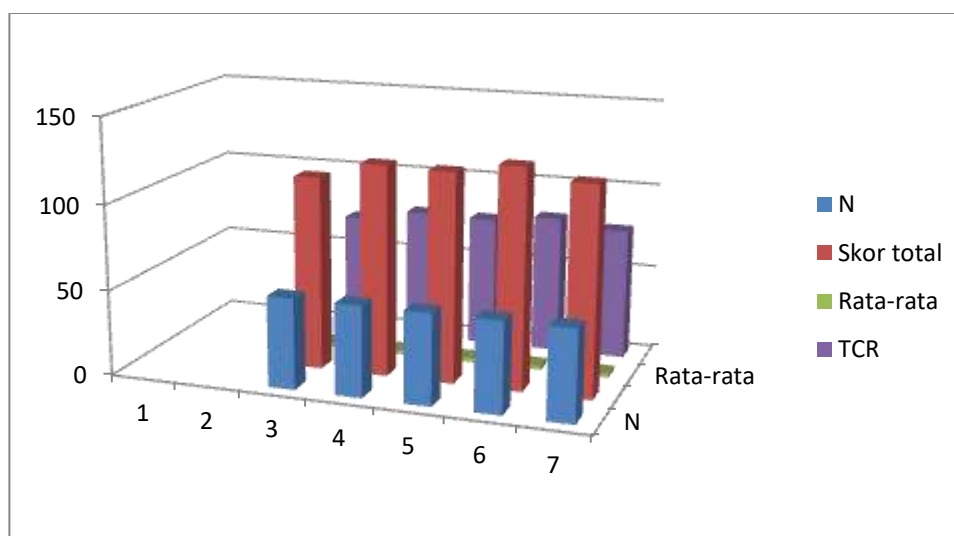
Graphic 4. The mean score of the overall role of parents in accompanying children while studying

Parental roles in playing with family. The average results of the overall parental roles in playing with family using vocabulary of collaboration, playing together and respect obtained the following results : criteria for lack of understanding average frequency 28 (52,83%), criteria do not understand the average frequency 5 (8,96%). Total score N (sampel count) is 53, total score 121,50 average 2,29 and TCR 76,42. In accordance with criteria (Riduwan,

2011) that children when playing with family already understand the use of vocabulary collaboration, play together and respect. The description above shows that the role of parents when playing with children can play dramas, namely playing plays or characters in the story as children and mother. This is confirmed by (Kurnia, 2019) that one of the vocabulary implementations for AUD mimicked the teacher's voice speech model or the

teacher's voice recording when playing with family. The above opinion is supported by (Apriloka & Fitri, 2021), that the parental roles in playing with family is carried out jointly by the child and parents for the stimulation of a well-behaved child. In addition, play activities with the family also

make the comfort and harmony of family interactions maintained. Parental roles of children in Aisyiyah Kindergarten 14 Ampang Padang play with collaborate, playing together and respect is good. The data above can be seen in the graphic below.



Graphic 5. The mean score of the overall role of parents in playing with the family

CONCLUSION

The conclusion of this research describes several parental roles consisting of : 1. Getting used to a clean lifestyle, children have already understood using vocabulary of cleanliness, washing and cleaning 2. Creating a comfortable environment, children have already understood by using a comfortable, safe and peaceful vocabulary. 3. As a role models, children have already understood using vocabulary to give examples and give instructions, 4. Accompanying the child while learning, the children have understood using the vocabulary accompanied, guiding 5. Playing with family, children have already understood using the vocabulary of collaboration, appreciation, and respect.

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